

UNIVERSITY NEWS

FORTNIGHTLY CHRONICLE OF HIGHER EDUCATION & RESEARCH SEPTEMBER 1, 1979

- | | |
|--|--|
| <ul style="list-style-type: none">● Plugging Wastage in Medical Education● Education through Correspondence● Workshop on Examination System● Uniform Fee in Maharashtra Varsities | <ul style="list-style-type: none">● Examination and Employment● Meaningful Guidance to Students● Restructuring of Medical Education● College Development Council● Restructuring of Educational System |
|--|--|

UNIVERSITY OF BOMBAY BOMBAY

Applications are invited in the prescribed form for the following posts in the University :

Post/s	Department
1. Reader (temporary for period not exceeding 30th June, 1983)	History
2. Two Readers	Computer Science
3. Two Lecturers	

The pay-scales of the posts are :
Reader : Rs. 1200-50-1300-60-1900.
Lecturer : Rs. 700-40-1100-50-1600.

All posts carry the benefits of Dearness Allowance, House Rent Allowance and Compensatory Local Allowance at the rates sanctioned by the Executive Council from time to time. All posts, except the temporary post at serial No. 1, carry the benefits of the University Provident Fund. A higher starting pay may be given to a person possessing high qualifications. The appointments to the posts, except the temporary post at serial No. 1, will be on probation for two years but the probationary period may be reduced by the Executive Council in special cases. Other things being equal preference will be given to candidates from backward classes. The posts of Lecturer are reserved for candidates belonging to scheduled castes and scheduled tribes and will be filled up by appointment of such persons only as shall satisfy the requirements regarding qualifications, experience etc. laid down for the posts, provided, however, that if no candidate is available from the scheduled castes and scheduled tribes, the posts will be filled up by appointment of duly qualified persons from among the other candidates.

The minimum qualifications prescribed for the posts are as under :

Reader

Good academic record with a doctoral degree or equivalent published work. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods or (iii) production of teaching materials.

About five years' experience of teaching and/or research provided that at least three of these years were as Lecturer or in an equivalent position. This condition may be relaxed in the case of candidates with outstanding research work.

Lecturer

(a) A Doctor's degree or research work of an equally high standard; and

(b) Consistently good academic record with 1st or high 2nd class (B in the seven point scale) Master's degree in a relevant subject or an equivalent degree of a foreign University.

Having regard to the need for developing inter-disciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

The Executive Council may relax

any of the qualifications prescribed in (b) above provided that the selection committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard.

If a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, the Executive Council may appoint a person possessing a consistently good academic record (weightage being given to M. Phil. or equivalent degree or research work of quality) provided he has done research work for at least two years or has practical experience in a research laboratory/organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which, he will not be able to earn future increments until he fulfils these requirements.

Explanation

Candidates for being eligible for recruitment to the posts of Lecturer must have 1st or high 2nd class (B in the seven point scale) at the Master's level and for determining consistently good academic record, average of 50-55 per cent marks may be expected at the two examinations prior to the Master's examination.

The additional qualifications prescribed for the posts are as under :

- 1. Reader (History) :**—Experience of teaching and/or research must be at the Post-graduate level in Modern India and Indian Renaissance/Practice of History/Evolution of Commonwealth.
- 2. Two Readers (Computer Science)**
Doctoral degree or equivalent published work must be in Computer Science or related areas. Adequate research and/or academic experience involving utilization of large computer systems and some teaching experience will be desirable.
- 3. Two Lecturers (Computer Science)**
At least two years' experience of teaching or working in a research and development area related to computer science will be desirable.

Eight copies of the application, in the prescribed form, should be sent in an envelope superscribed with "Application for the post of———" so as to reach the Registrar (Teaching Appointments Unit), University of Bombay, Bombay 400 032, on or before 4th October, 1979. Candidates from abroad, Andaman & Nicobar Islands and Lakshadweep may send their applications so as to reach the Registrar on or before 18th October, 1979. Applications received after the last date will not be considered. Prescribed forms of application can be had, free of charge, from the Teaching Appointments Unit, Registrar's Office, (Room No. 110), University of Bombay, Fort, Bombay-400032.

Requests for supply of forms by post

should be made sufficiently in advance.

Candidates should send with every application a crossed Indian Postal Order or a crossed Demand Draft on a scheduled bank for Rs. 10/- drawn in favour of the Registrar, University of Bombay, Bombay, payable at Bombay as application fee. Candidates who apply for more than one post should send separate applications along with the requisite fee by means of a crossed Indian Postal Order/Demand Draft. Money orders or cheques or cash will not be accepted by the University. The fee will not be refunded once an application has been received by the University.

Incomplete applications and applications without the requisite fee will not be considered. Applications on plain paper will not be considered.

Candidates are advised to satisfy themselves before applying that they possess the prescribed qualifications and it is for the candidates themselves to ensure that they possess the prescribed qualifications. No inquiry asking for advice as to eligibility will be entertained.

Candidates called for interview will have to present themselves at their own expenses.

Canvassing, direct or indirect, will be a disqualification.

P.S. Sawant
Offg. REGISTRAR

UNIVERSITY OF KERALA TRIVANDRUM No. Ad. D. 11.2-2269/79 NOTIFICATION

Applications are invited from qualified candidates for appointment as Reader in Chemistry in the University Department of Chemistry, Trivandrum in the scale of Rs. 1125-1725.

Appointments will be made in accordance with section 6, sub section 11 of Chapter II of the Kerala University Act 1974. Accordingly the post is reserved for members of Ezhava Community. If no candidate from this community is found suitable applicants from other reserved communities will be considered in accordance with the rule relating to communal rotation. In the absence of suitable candidates from any of the reserved communities, the post will be treated as open.

The details of qualifications, age etc. and application forms can be had from the Deputy Registrar (Administration) University of Kerala, Trivandrum on production of a receipt for Rs. 2/- (Rs. two only) from the State Bank of Travancore or crossed Postal Order drawn in favour of the Finance Officer, University of Kerala, Trivandrum specifying the post for which application forms are required.

The last date fixed for receipt of application is 15-9-1979.

C.K. Devassy
REGISTRAR

UNIVERSITY NEWS

Vol. XVII SEPTEMBER 1
No. 17 1979

A Fortnightly Chronicle Price
of Higher Education 80 Paise

IN THIS ISSUE

Plugging Wastage in Medical Education	452
Education through Correspondence	454
Meaningful Guidance to Students	455

Campus News

National seminar on correspondence education	456
Training programme for resource persons	456
Uniform fee in Maharashtra	457
Concession for external candidates	457
Restructuring of medical education	458
JNTU convocation	458
UGC assistance to varsities for college development	459
NSS for rural development	460
Dentistry Education	460
Short-term courses for rural youth	461
HAU to start training course for rural youth	462
Classified Advertisements	463
Theses of the Month	467
Current Documentation in Education	469

*Opinions expressed in the articles
and reviews are individual and do
not necessarily reflect the policies
of the Association*

Hony. Editor : ANJNI KUMAR

Examination and Employment

H. S. Srivastava*

Basically, examinations were instituted for realising the purposes of valid and reliable evaluation and of acting as instruments for improving teaching and learning. But the traditional educational strategies have only concentrated on the former of these at the cost of the latter.

In this background, examinations have performed the narrow function of only attempting to identify and declare the level of academic performance of the students through grading, classification and certification, in respect of the courses in question. In course of time, however, these 'examination seals' also started being misused through an omnibus use of the same for ends, which these examinations were never originally expected to serve. One prominent misuse of the results of academic examinations was for purposes of professional selection. Today in some situations they are the sole criteria of selection whereas in others they are taken as pre-requisites for the same.

This abuse, of the use of the results of academic examinations for purposes of professional selection, also unfortunately had a boomerang effect. It exerted in turn an undesirable influence not only on the content but also on the process of education.

Furthermore examinations have also played a negative role in the game of selections by attempting to accomplish this function through the medium of 'elimination'. Thus for selecting people they have looked at 'disqualities' rather than 'qualities'. In fact, in the maze of the situation that so emerged, examination results were used for dropping out those who possessed the largest number, degree and kinds of handicaps with a view to selecting the residuals, as qualified, capable and proficient. They should rather have gone about their business (if at all they had to), the other way round by looking for strengths of individuals and testifying them.

It is also surprising in this situation that while several employers consider examination results as a very poor and inappropriate yard-stick for predicting professional effectiveness and efficiency, they are apparently unwilling to give up their use for purposes of selection for jobs. On the other hand, they also tend to succumb to the administrative convenience of encouraging a continuous qualification hike for filling in professional vacancies. They try to explain away their former tendency to the absence of an alternative and the latter to the need for a process of elimination in view of the growing pressure on available jobs and the availability of more

(Continued on page 455)

*Professor, NCERT, New Delhi.

Plugging Wastage in Medical Education

M. R. Goyal*

1. Existing Position

1.1 Our country has witnessed a phenomenal growth in the number of medical institutions in the country after the attainment of Independence. For instance the number of medical colleges in the country increased from 25 in 1947 to 106 in 1978 with an annual admission capacity of over 13,000 students. Likewise the number of qualified doctors has increased from 47,000 in 1946 to over 1,54,000 with a doctor population ratio of 1:3900 as today. In spite of our concerted efforts in the direction of increasing the medical manpower our targets still fall short of achieving a doctor population ratio of 1:3300 as set by the Mudaliar Committee Report as far back as 1962.

1.2. Let us have a look at the percentage of expenditure on health during the course of various Plan period which is given as under :

Years	Allocation on Health (in crores)	Total Allocation	Percentage
1st Plan 1951-56	65.20	1960	3.3
2nd Plan 1956-61	140.80	4672	3.0
3rd Plan 1961-66	225.90	8576.50	2.6
Annual Plan 1966-69	140.20	6625.40	2.1
4th Plan 1969-74	335.5	15778.80	2.1
5th Plan 1974-79	681.66	39303.20	1.7

From the above it is evident that the percentage allocation on health to that of the total plan allocation has been decreasing steadily. Looking to the allocation on the Medical Education there is an allocation of 91.91 crores in the 5th plan period which is nearly 13% of the total allocation of Rs. 681.66 crores on Health in the 5th Plan period. But in the previous plan allocations the percentage expenditure on medical education has ranged between 15-19%. In terms of percentages the expenditure on medical education has been by far the least in our present plan period. It is therefore, implied that the plan allocation may not envisage any further expansion of Medical Education which may only sustain improvement efforts. Consequently it is imperative that we

should make judicious use of scarce resources which have been made available to us in the existing plan periods in the field of medical education and research, and should plug every loophole that may exist. It is therefore important that both for the purposes of expansion and improvement we should raise internal resources by bringing about urgent administrative and curricular reforms.

1.3. Medical Education is probably the costliest form of Education which requires greater inputs in terms of money. Capital costs for starting a medical college along with its ancillaries is top heavy. In terms of money and in terms of number of years put in to train a basic doctor, the state cost is nearly Rs. 1,00,000 per doctor, apart from private costs. The duration is 5½ years for the 1st degree medical course which is the lengthiest of all professional degree courses.

1.4. Even in spite of greater inputs in the field of medical education we are not happy with the quality of medical education as the state of affairs in the field of public health is far from satisfactory. Qualitatively it is being felt that medical education continues to be in the moulds of old and traditional British model which has been responsible for creating imbalances in the delivery of health care in the country and have proportionately neglected the health needs of our 80% rural communities. Realizing the situation the fifth plan document has stated that:

“Teaching in medical colleges still requires a radical change. The undergraduate Medical Education would have to be reoriented to the needs of the country and emphasis would have to be placed on community care rather than hospital care. In view of the importance of family planning programmes in the country teaching in various aspects of family planning should form an integral part of education. Consequently a change in the structure of medical education is therefore, called for to meet the changing requirements.”

2. An Imperative

2.1. The scarce resources and dwindling plan allocations on medical education makes a demand on us that the training of medical manpower shall have to be made more fruit bearing and less costly. We shall have to make a direct approach for its improvements by checking wasteful expenditure, if any.

*AIIMS, New Delhi.

2.2. The Committee on Medical Education and support manpower set up by the Ministry of Health, Govt. of India for looking into the needs of medical education have also emphasized on the preventive and promotive aspect of community health rather than on curative aspects. It has further suggested for raising a cadre of community health workers to look into the promotional health care of our vast rural populace, because it expressed that the "number of doctors have speedily increased but the alienation of doctors from the rural environments have deprived the rural communities of total medical care".

2.3. Recently the length of medical course have come under fire and scrutiny from among medical educationists. A section of educationists are thinking in terms of including preclinical or basic sciences course in the pre-degree course itself. Such a step they feel will not only shorten the medical course but also will make it more directed and economical. This will also ensure greater emphasis on clinical teaching which is the base and core of all medical teaching. Recently at the All India Institute of Medical Sciences there has been a strong move to integrate the basic sciences course with the clinical course, thereby reducing the length of the MBBS course to a maximum of 5 years, including internship training course without undermining standards of medical education. The future trends of events is still to show its progress and acceptability in the wider context.

2.4. The problem of wastage and stagnation in medical education shall also have to be considered in the light of expenditure involved in such an unproductive channel which can be avoided if we plug its loopholes. Not many studies have been instituted on wastage in medical education. Only a few studies on wastage on medical education have been reported at the state levels. Out of these "students wastage in Medical Education" conducted by the Institute of Applied Manpower Research (IAMR working paper No. 1/1977) is quite significant as this has been conducted on All India Basis. The study has two component i.e., the study of real wastage or drop outs and the study of time wastage which means the proportion of additional time taken by the pass outs to their normal time which they would have taken. The first is measured in terms of drop outs and the other in terms of stagnation index. The study concludes that the overall real wastage or dropout ratio is 6.0% and the time wastage i.e. stagnation index is of the order of 11.6% as averaged on all India basis.

In order to plug real wastage the study points out that we are reaping the harvest of only 100 medical colleges out of 106 medical colleges in the country. But if we can add to the admission capacity of all colleges 5 to 6% more seats we can perhaps avoid this wastage.

2.5. To the educational planners the stagnation rates are very important which is certainly an edu-

cational waste. This wastage can be tackled by bringing in the increased use of innovative teaching technology and by improving our educational methodology and tools of assessment.

I.A.M.R. study paper reveals for cohort years of 1963-64, 1964-65 and 1965-66 that just about 60 per cent of the students pass the individual MBBS-terms examination in one attempt. However, one fourth of them were able to do so only in the 2nd attempt and the remaining in the third or fourth attempt. It is interesting to note that female students show better results than their counterpart males and the day scholars had a slight edge over the hostel residents.

3. Resolving the Issue

3.1. The wastage in medical education and also the emerging social and specific needs of our country suggests for a change of teaching strategy in our medical institutions whereby we shall have to carry out curricular, methodological and evaluation reforms without further loss of time. Time and again it has been suggested that medical education cells be created in selected medical centres as it would be difficult to sustain and maintain such cells at individual medical colleges in view of its cost and dearth of such methodologists and medical educationists. Although efforts have been continually made to institute education cells at various Institutes in the country but the scheme has not made much headway owing to the non availability of expertise in the field on the one hand and that of inadequacy of funds on the other hand.

3.2. Under the circumstances it will be worth while that the Association of Indian Universities which has influence and membership of all Universities and leading technical and medical institutes in the country may take up this task of revitalizing our medical and technical institutions in the country. We are aware that there is a research and a pedagogical group already working in the field of higher education the expertise of which can be made to play a vital role. This Pedagogical Research Division can be further strengthened to develop it into a medical and technical education centre to serve the needs of entire country. This centre should not only concentrate on the developments of various aids and devices of medical and technical teaching, but should also undertake both short term and long term courses workshops and seminars at regular intervals for the teachers of medical and technical institutions to bring about educational reforms in these fields. Such a step will go a long way not only in plugging of wastage in this costly form of education but, will also enhance the capacities and capabilities of our much needed specialised manpower in the country. The Ministry of Education and UGC are therefore urged to take speedy steps to institute and sponsor such a centre to reform our professional education manpower which is the backbone of all our existing and future economic ventures. □

Education through Correspondence

Z. I. Chaitanya*

The system of imparting education through correspondence will go a long way in the universalisation of education by practically bringing a university to your door-steps. From its beginning a century back, it has made great strides and come to be acknowledged as an educational system of considerable significance in providing necessary facilities to the ever increasing number of aspirants to higher academic and professional excellence. While in the technologically advanced countries, correspondence courses are available in almost all the fields of education, the system is still dragging its feet in a country like India where it can be of great benefit with its great potential. What with the strikes, gheraoes, indefinitely postponed examinations and students generally on war path, it would seem that the authorities would have taken some notice of the findings of the Expert Committee on Correspondence Courses and Evening Colleges under the chairmanship of Prof. D.S. Kothari, the great educationist who submitted the report in the early sixties.

The committee had built up a very strong case in favour of the system. It gave only four requisites for its successful implementation viz. literate and interested students; efficient and qualified teachers for the preparation of instructional materials, instructors for personal contact programmes and tutorials; and good postal service. Even a cursory observation will reveal that there is an abundance in the availability of these resources. The report mentions that almost any subject and course can be effectively taught through correspondence as is the case and common practice in quite a few developed countries. As a matter of fact, only the highly complicated and sophisticated subjects would lie outside its scope. A fairly large number of accredited colleges and universities in the United States offer correspondence courses in academic, agricultural, business, engineering, home science, teacher training etc. University of London External Examinations by correspondence attract a large number of students from all over the world. Besides there are various licensing and qualifying examinations through correspondence.

The most interesting feature of correspondence instruction is its economy. Huge resources frittered away on buildings, laboratories, libraries, hostels and staff can be saved. Material painstakingly produced and occasionally revised under efficient supervision of highly qualified staff can be used again and again by an unusually large number of students. While enabling such a vast number of students to study at their leisure, the system effectively weeds out those students who may not be genuinely interested in studies as they are deprived of any opportunity to create trouble or disrupt the studies of others. Exa-

minations need not be post-poned indefinitely nor classes suspended as the interested students will be in a position to offer unstinted support by constantly remaining busy with their studies, projects and answer sheets.

In India, a number of courses through correspondence are offered by many universities. Unluckily these are mostly confined to conventional academic courses like matriculation, intermediate, higher secondary, B.A. and M.A. in various subjects including commerce. There are only a few universities which offer correspondence courses in law and education, and hardly any in technical subjects. There is a crying need for government sponsored and recognised courses through correspondence in different trades like air-conditioning, electronics, mechanical, civil and electrical engineering, commercial subjects, tailoring, watch-repair, agriculture — the scope is practically unlimited—to enable school-leavers and even drop-outs to learn professional and useful trades. As it is, there is a mushroom growth of private institutions offering correspondence courses in some of these trades. These need to be streamlined and brought under the supervision of agencies on the lines of City & Guilds, entrusted to the care of the state governments and advised by a coordinating central agency to maintain national standards. The emphasis should be on the acquisition of practical knowledge. The lessons need to be supplemented by specially designed educational/trade kits containing useful devices like tapes, records, slides, measuring instruments and metres and professional tools. In rotation, batches of students may be given workshop practice at well equipped centres in different areas.

Panjab University, Chandigarh and Himachal Pradesh University, Simla are amongst the pioneer institutions providing instruction through correspondence in higher courses of study. Their popularity can be judged by the large number of the students on their rolls. They attract students from all walks of life besides foreigners. There are about three hundred students preparing for M.A. Public Administration Part II through correspondence from Panjab University. Amongst the students, you will find military and government officials, diplomats, house-wives and others. The students often figure in the list of toppers side by side with the regular students. There is need of offering more professional courses. As it is, admissions are confined to a select few. For instance H.P. University allows only inservice teachers to seek admission to M.Ed. course and Aligarh Muslim University allows only women candidates to seek admission to law as private candidates. It smacks of discrimination as there must be others interested in doing M.Ed. besides inservice teachers and male candidates inte-

(Contd. on page 462)

*Students' Adviser, Royal Thai Embassy, New Delhi.

Meaningful Guidance to Students

K. R. Balan*

On giving a fresh look at all the facets of planning, programming, implementation and evaluation in the realm of education, one thing would appear to stand out and that is the need for the orientation of the present pattern of education for the achievement of prosperity and welfare of the masses. The main task waiting to be accomplished is guiding and directing the students in such a manner that they can develop their innate talents to the optimum level and at the same time take up courses which will lead to jobs or professions most needed in a developing country like India.

The leaders of the country have to be increasingly alive to the aspirations of the pupils, their right to get the right type of education from the right teachers at a cost within the reach of the State under conditions which will permit them to reap the reward from the training.

Equality of opportunity does not go hand in hand with identical opportunity. Exceptional pupils must be treated in an exceptional way irrespective of their caste, creed, sex and economic status. There is growing awareness of the need for continuing, lifelong education for a developing society.

One such area of exploratory effort is related to the educational and professional growth of workers employed in various sectors in urban and semi-urban areas. Such workers are educated and skilled capable of propelling themselves on their own provided opportunities are given. And the middle and lower level workers too with innate and proved skills could be spotted out and due encouragement given; for, they would have been forced to discontinue further education due to compelling family circumstances. Such men either continue to stagnate or drop out. This produces a detrimental effect on their work itself.

The inadequate or unsatisfactory response from many pupils is apt to make it almost impossible for teaching to be a pleasure either to the teacher or the taught. In order to identify the subject matter, it needs to be prepared in such a way that, wherever possible, it shows its connection with concrete reality. To-day, the teacher must demand for his pupils a higher level of abstract ability than ever before. He must therefore especially encourage his pupils in this direction. The way to abstraction should however be paved with constant references back to concrete facts. Here it is relevant to emphasise the fact that priority should be not on the imparting of knowledge but on learning and learning how to think. The best learning

is done when the pupils have a clear aim in view. When the learners know what they are supposed to achieve, if they develop clear goal-recognition the learning process is better organised by compartments and stages. Concentration on the goal gives direction and energy to learning.

If the teaching is to be effective, it should be based on the following principles: Information should be presented to pupils in a logical step-by-step sequence; learning should proceed from the known to the unknown; instruction should proceed at the student's own pace; efforts should be made to ensure the student's understanding of each point before he proceeds to the next; misunderstandings should be detected and corrected on the spot; new ideas should be made meaningful in terms of the student's own experience.

It is hoped that with the introduction of the 'ten plus two' system, new objectives in education would be identified and time-bound programmes chalked out to measure and tap the student's potential. Semesterisation and internal assessment by themselves cannot lend support unless the techniques which go into the construction of the apparatus for testing and evaluating are sharpened by effective and dedicated spirit.

(Courtesy : The Hindu)

Examination and Employment

(Continued from page 451)

highly qualified candidates for the jobs in increasing proportion. Far from being convincing justifications these are not even acceptable excuses.

In this context nobody can and should deny the need for a basic minimum level of general academic education for all, irrespective of the profession one might pursue in future. Such education could be formal or informal and its certificational confirmation does not seem necessary to be considered as a precondition to the offering of jobs.

The fundamental question, however, is the degree of elasticity of our tolerance to the growing phenomenon of an indefinite postponement of the ultimate question mark (that of selecting and entering a profession) by an aimless pursuit of academic education till it is no more possible or practicable for an individual. Should this be permitted to happen and consequently endanger decision making on the vital issue of selection?

It also appears appropriate to give a closer and a critical look at the content of these examinations which have somehow become 'omnipotent' and 'omnipresent'. More often than not, they operate in a very narrow field, and attempt to cover only the abilities of the 'head' and leave out of their operational orbit the faculties of the 'heart' and the proficiencies of the 'hand'. (Courtesy : The Hindu)

*Professor of Public Relations, Madras.

National seminar on correspondence education

A national seminar on correspondence education was held at the Panjab University recently. Prof. Bakhshish Singh, Director of Correspondence Courses, Punjabi University, delivered the keynote address at the seminar. He proposed the setting up of a central organisation to lay down the criteria and standards for correspondence courses all over the country and also to review the working of the institutions imparting such education from time to time. He said that all correspondence institutes and directorates should be affiliated to the proposed central agency. This centre should prescribe syllabi and courses besides preparing course material on a centralised basis with a view to avoiding duplication and overlapping of courses.

ween formal and non-formal education. There was a consensus among the delegates that the guidelines prepared by the University Grants Commission for the correspondence courses and the staffing pattern were faulty and impracticable.

Delegates from Rajasthan, Mysore, Punjabi, Panjab, Bhopal, Kerala and Madurai Universities participated in the deliberations of the seminar. Shri D. P. Nayar former Educational Adviser to the Planning Commission also took part in the deliberations.

Bangalore organises workshop on examination system

The Bangalore University organised a workshop recently to review the present examination

at present was miserably lacking. He suggested that coding system should be reintroduced to ensure secrecy of candidates' identities and felt that revaluation should be retained because there was a demand for it. He also felt that students would have to be briefed thoroughly on their syllabus and they could also be provided with model answers. Referring to the internal assessment, Dr. Ramakrishna advocated that this system should be avoided as far as possible.

Training programme for resource persons

Prof. M. V. Mathur, Director, National Institute of Educational Planning and Administration, inaugurated a UNICEF-assisted week-long training programme for resource persons to train district education officers with a view to achieving the goal of universalisation of elementary education. He said that India had yet to develop an educational system which would respond to the rural needs. Referring to the drop-out problem, Prof. Mathur suggested that schools should be run on non-traditional and non-formal patterns. He felt that educational planners had been caught up with the concept of average cost. On the contrary, he maintained, emphasis should shift to the relevant cost concept for the weak which cost was higher than the average cost. He however pointed out that most of the good educational plans suffered at the delivery end because of weak implementation.

Addressing the participants, the Regional Director of UNICEF, Mr. T. G. Davies, stressed the need for curriculum development at district levels keeping in view the specific characteristics of local environment. Education must provide the necessary stimulus to a child to enable him develop his faculty and full genetic potential. He added that the UNICEF-assisted project "comprehensive access to primary education" was aimed at providing learning materials mainly for the learners of non-formal education centres.

Mr. J. Ratnaike, Educational Adviser of the Unesco regional

CAMPUS NEWS

Prof. R. C. Paul, Vice-Chancellor of the University, said that correspondence courses should be self-sufficient in academic matters. He wanted the correspondence courses to be job-oriented. There should be, Prof. Paul added, short-term and long term programmes leading to diplomas and degrees of a different nature.

Maj. Jiwan Tewari, Director of Correspondence Courses of the Panjab University, said that the teachers in the correspondence course and those in the university departments should have the relationship of associates and not of subordinates.

The seminar discussed, among other things, the nature of the faculty and the relationship bet-

system of the university. Inaugurating the workshop, the Vice-Chancellor, Prof. T. R. Jayaraman, said that the syllabi of the university must be such that students would be enthusiastic to study the same and appear for examinations. He felt that poor tabulators would have to be weeded out. Referring to the mechanisation, the Vice-Chancellor expressed the view that while it had many advantages, it was also possible for such a system to create large-scale errors.

Dr. G. Ramakrishna, Head of one of the Study Groups at the workshop, pointed out that one of the imperatives would be to create greater confidence in the students for their examiners which

office said that a major handicap in implementing primary education programme was lack of data. He felt that there was not enough focus in the educational programmes on the disadvantaged child.

About 37 participants from 15 states and 3 union territories took part in the training programme.

PAU to impart training to young farmers

Presiding over a seminar on marginal farmers and landless workers held recently in Patiala, the Vice-Chancellor of the Punjab Agricultural University, Dr. Amrik Singh Cheema said that the university would start three special schools in the state for imparting education in agriculture to young farmers. These schools would be located at Patiala, Bhatinda and Gurdaspur.

The Vice-Chancellor said that the unrest among youth was on the increase because of growing unemployment and the only way to solve this problem was to make adequate training facilities available for the youth so that they could adopt a vocation of their choice with financial help from banks. He urged upon the financing institutions to provide loans liberally to youth to start dairy farming, poultry or piggery to supplement their income.

Dr. J. C. Bakshi, Director of Extension Education, PAU, revealed that the Central Government had approved a special project to be executed by the university for imparting training to young farmers for self-employment. Under this scheme, two lakh youth would be trained and a stipend of Rs. 100/- per month would be given to every trainee.

Need for study of forestry stressed

A national symposium on production and utilisation of forest products was held at the Regional Research Laboratory, Jammu, recently. The consensus at the seminar was that Forestry as a subject should be taken up right from the primary level of education and forest botany and natural history should find distinct place in teaching of botany at the

higher secondary, college and university levels. The participants in the symposium felt that greater emphasis should be laid on collection and processing of medicinal herbs in rural areas; requirements of timber and firewood of the rural people be found out and action taken; and in view of overall shortage of industrial and edible oils, all efforts should be made to search more oil-yielding species of trees and plants.

Other recommendations made at the symposium included: registration of existing and prospective entrepreneurs with the concerned forest departments to facilitate release of raw material; laying aside of two per cent of the revenue obtained from supply of raw materials for research and development work; establishment of data bank to provide information on past trends of consumption, present availability and requirements and future demands for all major and minor forest products.

Uniform fee proposed for Maharashtra Varsities

Based on the recommendations of the Study Group appointed by the Maharashtra Government, six non-agricultural universities in the State have been advised to revise the tuition fees and bring them up to a uniform rate of Rs. 400 per annum. The application of the uniform rate would mean an increase of Rs. 50 to Rs. 70 in the Bombay University, Rs. 100 in the case of SNDT University and from Rs. 175 to Rs. 185 so far as Nagpur University is concerned. The State Education Minister, Shri S. S. Varde, said the increase was phased out so that the uniform rate would be applicable in all the six universities by 1981-82.

The Government also decided that the universities having the faculties of Arts, Science, Commerce and Education should give free studentships involving the foregoing of fee income receivable from 2.5 per cent of the number of students enrolled in the respective colleges. Within this limit each college may grant full, three-fourth, half or quarter free-studentships at its discretion on

merit-cum-means basis and students whose annual family income does not exceed Rs. 9000 would be eligible for these freeships.

Training programme for adult education supervisors

The Vice-Chancellor of Kerala University, Dr. V. K. Sukumaran Nayar, inaugurated a training programme for national adult education supervisors at Neyyadam near Trivandrum recently. In his address he said that universities should not remain as mere degree granting agencies but should cater to the needs of society at large. He stressed that all educated should find time to help the national adult education programme. Dr. Nayar added that mere literacy was not enough. It should include health and hygiene, civic rights and responsibilities, legal provisions, saving habits, etc.

Dr. N. A. Karim, Pro-Vice-Chancellor of the university, delivered the valedictory address. He highlighted the need for commitment among educated to help the underprivileged sections of the society. In this connection Dr. Karim said that the university was proposing to start a centre for adult education and extension services.

Several participants representing institutions all over Kerala attended the training programme and the core staff was drawn from Kerala and Calicut Universities, various voluntary organisations and the NCERT.

Concession for external candidates

The Academic Council of Bangalore University has decided to simplify the admission method for the external candidates. Under this scheme persons who have passed their degree courses ten years back or earlier could register for postgraduate courses even if they had obtained mere pass marks.

The university has also decided to start a one-year diploma course in Russian from the next academic session and the Faculty of Arts and the Board of Studies in English and European Languages have been examining the feasibility of starting such a proposal.

Restructuring of medical education

A four-day national conference on medical and health education was inaugurated by the Prime Minister, Shri Charan Singh, in New Delhi recently. In his address the Prime Minister called for overhauling of medical education in view of the national requirements. He said that a system that imparted medical education on urban and even foreign lines had to be modified. He observed that the system had to take cognizance of the conditions existing in the country as a whole and had to give greater importance to the positive aspects of health and prevention of disease as compared to cure or treatment. The system would have to actively participate in spreading of health education which should become a part of the cultural ethos of the people. In his opinion medical science was becoming increasingly sophisticated taking man to new heights while the situation back home was still being neglected. This situation was no different from what it was in other developing countries. He wondered why health education had not been included in the educational system earlier and emphasised that steps had to be taken immediately to remedy the situation. Medical education through different media should be given to those who could not attend educational institutions.

The Union Minister for Health and Family Welfare, Mr. Rabi Ray, said that though the country had established institutes of excellence in the field of medical sciences but the Indian doctors who constituted the backbone of the medical system preferred to render their services in West Asia and England. In this connection he referred to the basic flaw in the medical education being imparted in the country. Based on an alien model it induced them to move away from their moorings to foreign lands. Referring to the present system

of health care the Minister said that out of 1,84,000 doctors in India, 68 per cent were working in cities catering only to 22 per cent of the population while the 78 per cent of the population in villages was looked after by the remaining 32 per cent doctors. He said that health education should be made an integral part of the school curriculum.

Speaking on health, manpower development including short-term medical courses, Dr. O.P. Gupta, Director of Medical Education and Research of Gujarat, said that it was necessary to develop an intermediate cadre of health manpower to deliver need based mid level health care to the rural population. The rural health workers would have to be trained to look after the health of the villagers. In this connection, Dr. Gupta suggested that the health workers should undertake a three-year rural medical health course, after higher secondary. The training for the courses should be given at district hospitals, primary health centres and other suitable places.

Apart from defining the infrastructure and medical personnel requirement in the next decade, the conference also debated the desirability of having universities of Health Sciences, similar to agricultural universities and constitution of a medical and health education commission on the lines of the University Grants Commission.

About 300 delegates including the central and state health ministers, secretaries, officials of the directorates of health services, health education bureau and members of medical colleges participated in the deliberations of the conference.

JNTU convocation

Shri K.R. Narayanan, Vice-Chancellor, Jawaharlal Nehru University, delivered the fourth convocation address at the Jawaharlal Nehru Technological Uni-

versity at Hyderabad recently. In his address Shri Narayanan stressed the need for devoting greater attention and allocating more funds for developing knowledge and knowhow which were of human and social significance. If the immediate tasks, he added, of eradicating poverty, disease, inequality and injustice on earth were neglected by science in favour of conquests of the planets and stars and the acquisition of instruments of political, economic and military power, it might lead to the leadership of an elite group of nation 'over the majority of mankind.

Shri Narayanan said that this technological despotism of the future would be more frightful and totalitarian than anything that had occurred in history. While science and technology was transforming the world into global village, mankind had advanced very little both in terms of human consciousness and social organisation which might turn out to be a dichotomy of tragic dimensions. The JNU Vice-Chancellor said that the challenge that the nation was facing was not only to catch up with the scientific and technological revolution, but also to integrate our values as well as our needs with the inexorable process so that we might build a just and progressive social order in our country and make a contribution to a new and equitable order in the world.

The Governor of Andhra Pradesh, Shri K.C. Abraham, presided over the function and awarded degrees and gold medals to the successful candidates.

Regional institute of welding technology

The Kerala Government proposes to set up a regional institute of welding technology in Trichur soon. The State Education Minister, Shri C. H. Mohammed Koya said that the expert committee appointed by the Southern Regional Council for Technical Education was expected to make its recommendations in this behalf.

The new institute would benefit students in Kerala, Tamil Nadu, Karnataka and Andhra Pradesh.

It would conduct certificate, diploma and degree courses in welding technology, maintain standards on par with international levels and conduct higher research.

The Minister also said that a degree course in instrumentation engineering and a degree course in production and plant maintenance in Trivandrum Engineering College and Trichur Engineering College respectively would also be started during the current academic year. Post-diploma courses in biomedical engineering in the Kottayam Polytechnic, foundry technology in Maharaja's Technical Institute, Trichur and Architectural draftsmanship in Trivandrum Women's Polytechnic have also been planned.

UGC assistance to varsities for college development

The University Grants Commission has advised every affiliating university to develop a College Development Council in order to bring about a qualitative improvement in the academic working of colleges. The UGC Chairman, Prof. Satish Chandra, said that a sum of Rupees three lakhs had been earmarked for each of these universities for this purpose. He added that the college development councils would be required to coordinate the development of the colleges and monitor their academic programmes.

Prof. Satish Chandra said that a two-way scheme in favour of state universities and those that were yet to be developed was under preparation for the purpose of sanctioning grants to the universities and about twenty universities were expected to be brought under the category of developed universities.

With regard to financial assistance to state and central universities, the UGC chief said that no discrimination was being made by the UGC in this regard. He however clarified that the state universities were getting funds from the State in addition to what they got from the UGC whereas the central universities depended solely on the UGC grants. He added that the deemed

universities were being treated at par with the central universities so far as the UGC grant was concerned.

Need to restructure the educational system

Delivering the presidential address at a seminar on management aspects of education systems held recently at Hyderabad, Dr. M.V. Rajagopal, former Vice-Chancellor of Jawaharlal Nehru Technological University, emphasised the need to restructure the whole educational system of the country so that it discharged the functions expected of it in the present day. He welcomed the application of the modern systems approach to this important subject of education and said that pursuit of excellence, imparting skills and providing individual motivations were the multiple objectives and one could not be sacrificed for another.

Dr. Dharni P. Sinha, Director of Special Studies Division of the Administrative Staff College in his keynote address mentioned that education had all the main characteristics of an enterprise. The country's resources—manpower, money and teaching apparatus—should have to be put to optimum use. There must be proper coordination between inputs and outputs. The executives of the institutions should have proper attitudes towards academic, administrative and financial patterns. Dr Sinha added that the management of human affairs was the most difficult of all exercises and the teachers and administrators must pool their resources in solving the problems.

Prof. M. K. Subrahmanyam, Principal Director of Indian Institute of Management and Commerce underlined the need for tutorials and seminars and case studies in an educational institution.

Shri I. V. Chalapathi Rao, Registrar of Central Institute of English & Foreign Languages observed that in the matter of course content, teaching methods and administration, there must be innovation and constant upgrad-

ing. This could be achieved only when teachers and administrators act in a spirit of cooperation and commitment.

NSS conference inaugurated at Patna

Dr. K.N. Prasad, Vice-Chancellor, Patna University, inaugurated a 2-day NSS conference of the programme coordinators of different universities in Patna recently. In his address, Dr Prasad said that the National Service Scheme should engage the students and youths in national reconstruction and social reformation activities. He said that the huge investments on this scheme should be utilised properly. He however regretted that the society had not yet gained much from this scheme mainly due to prevalent chaos in educational institutions. He therefore called upon the programme coordinators to formulate a comprehensive plan for welfare of society and stressed the need for setting up a project bank for successful implementation of the scheme.

Prof. B. Mahanthi, Deputy Programme Adviser, NSS in his presidential address said that the aim of NSS was to give practical orientation to the theoretical knowledge of students. He said the NSS and NAEP were similar as both aimed at educating the society.

PAU organises training programme in dairy farming

The Punjab Agricultural University has taken up a project under the lab-to-land programme to promote dairy and poultry farming as a means of socio-economic welfare of the rural families. Under this programme the university experts would conduct training courses in the villages in the evenings to enable the labourers and small and marginal farmers to attend these courses without disrupting their daily work.

According to Dr. J.C. Bakshi, Director of Extension Education of the PAU, the university would provide technical assistance for setting up poultry units, supply of inputs and the market-

ing of poultry products. He suggested that a poultry farm should be started with 200 to 1000 birds in the beginning depending upon the resources of an individual family. The PAU would supply chicks of both the egg-type and meat-type improved breeds to the interested poultry farmers.

Dentistry education at Madras Varsity

Speaking at a function organised by the Dental Wing of the Madras Medical College, the Vice-Chancellor of Madras University, Dr. G. R. Damodaran said that dentistry had become an elaborate branch of medicine with widening areas of specialisation. He said that with more than half-dozen specialities like prosthetics, pedodontia and oral surgery, dentistry called for a high degree of precision and accuracy. Referring to the compartmental system at all stages of the BDS, the Vice-Chancellor said that the matter was under consideration of the university.

Dr. V. Sivarajan, Dean, Madras Medical College who presided over the function said that the Dental Wing had become a responsible offspring of the Madras Medical College and stressed the need for students to retain the knowledge they gained in the classrooms.

Expert panel for Sanskrit teaching

The Karnataka Education Minister, Shri B. Subbayya Shetty, said at a function in Bangalore that the government was proposing to constitute an expert committee to go into the question of teaching Sanskrit in the educational institutions in the State with a view to developing Sanskrit in the right direction. He said that the Government intended that Sanskrit should also grow along with other languages in the State. Referring to the complaints that answers in Sanskrit were written either in English or in Kannada even at the postgraduate level, Shri Shetty said that this would not help Sanskrit to grow and therefore the government would like to review the whole

position so far as Sanskrit study in the state was concerned.

Science Varsity for Karnataka proposed

A University of Science is proposed to be established in Karnataka. A Bill to this effect has already been passed by the State Legislative Assembly. The university, when it comes into being, will have under its jurisdiction nine medical colleges, three dental colleges, the college of pharmacy and nursing, the National Institute of Health and Neurology and the National Institute of Speech and Hearing.

The State Health Minister, Shri Mallappa said that the government was not in favour of any short-term medical course as the colleges were turning out about 1000 doctors every year. He added that government was also considering to introduce a legislation to make rural service a must for the government doctors before they get promotions or admission to the post-graduate course. The scheme of the community health worker would be implemented. A health kit for every 1000 population would be provided to the health worker with a view to influencing the rural public on family planning and other health activities.

NSS for rural development

Inaugurating a five-day refresher course for NSS programme officers, Shri M. R. Apparow, Vice-Chancellor, Andhra University urged the students community to involve themselves in large numbers in the NSS for rural development. He underlined the importance of the NSS and called upon the programme officers to equip themselves to work in rural areas and to impart knowledge to the rural masses. He was of the view that as an incentive at least five per cent reservation for post-graduate courses for NSS volunteers should be made.

Prof. K. V. Ramana of the Andhra University in his presidential address said that the aim of the refresher course was to infuse new ideas to NSS volunteers who could fully equip and

involve themselves for rural uplift.

Exemption for tribal candidates in UPSC exams

The Union Public Service Commission has exempted the tribal candidates from the north-eastern region from taking a compulsory paper in a regional language for the all-India competitive examinations. These candidates would be allowed to continue to appear in these examinations through English medium without having required to appear in a compulsory paper in a regional language for a period of one year. They would however be required to appear in the compulsory paper in a regional language after the expiry of one year.

The UPSC also proposes to take steps to ensure uniform assessment of examination papers in the Civil Service Examinations. This year, the candidates would have the option to answer question papers in English or any other Indian language included in the Eighth Schedule of the Constitution.

Panjab Varsity compiles English-Punjabi dictionary

The Panjab University has compiled a standard English-Punjabi Dictionary and its first volume was released by the State Governor, Shri Jaisukhlal Hathi recently in Chandigarh. The Governor hoped that the standard work of reference would go a long way in promoting the Punjabi language and enrich Punjab's culture.

A full-fledged department of the university remained engaged in the task of compilation and translation for nearly seven years. The Punjab State University Textbooks Board provided the financial and academic assistance for this ambitious project. There will be 1,30,000 entries in the dictionary. Its second volume would be available sometimes in December.

Symposium on farm research

As part of its golden jubilee celebrations, the Indian Council

of Agricultural Research, proposes to organise a five-day international symposium on agricultural research and education systems for development and a global convention of the International Federation of Agricultural Research Systems for Development. The symposium will be inaugurated by the President, Shri N. Sanjiva Reddy, in New Delhi on September 3, 1979.

About 500 leading Indian scientists and over 60 scientists of international repute from 40 foreign countries are expected to participate in the deliberations of the symposium.

INSA awards for young scientists

The Indian National Science Academy has selected eight young scientists for the award of Science Academy Medals for the year 1979. The award carries Rs. 1500 in cash and a medal. It also carries a research grant of Rs. 5,000 from the Kothari Scientific and Research Institute, Calcutta, to enable the selected scientists to pursue research in their respective fields of specialisation. The recipients of the award are: Dr. (Miss) Manju Bansal (IISc, Bangalore); Shri Samir K. Brahmachari (IISc, Bangalore); Dr. Kamanio Chattopadhyay (BHU); Dr. Yogesh Jaluria (IIT, Kanpur); Dr. Opendar Krishen Koul (Jammu); Dr. Jagdish Kumar Ladha (Madurai); Dr. (Miss) Amita Pal (Calcutta) and Shri Sundaram Ramakrishnan (AIIMS, New Delhi).

Medical Varsity for Bihar proposed

A new medical university is proposed to be established in Bihar. According to the State Health Minister, Mr. Ramprit Paswan, the government is expected to submit a proposal in this regard to the Medical Council of India soon.

The Minister also said that there would be one health sub-centre for every 5000 people as against 10,000 fixed earlier. Each sub-centre would get a grant of Rs. 12,000.

SV Varsity celebrates jubilee year

The Sri Venkateswara University will be celebrating its silver jubilee year from September this year and the function will be inaugurated by President Shri Neelam Sanjiva Reddy. As part of the celebrations, the university has drawn up a year long programme starting with a week's celebrations in the university campus to be followed by series of programmes in the affiliated colleges.

UGC assistance for solar heater

The University Grants Commission has provided financial assistance to Prof. S. Srikantiah of Shri Krishna Rajendra Silver Jubilee Technological Institute of Bangalore for designing and fabrication of solar heaters and dryers for use in industry and houses. The solar heater is expected to provide hot water for 300 days in a year at a temperature of 50-60 degree C. apart from the use in industry where medium temperature water is required.

Hyderabad Varsity may move to Nagarjunasagar

The Andhra Pradesh Government has decided to shift the Central University of Hyderabad to Nagarjunasagar about 100 miles away from Hyderabad. It has also been decided to rename the university as Nagarjunasagar University. The Chief Minister of the State, Dr. M. Chenna Reddy, has already held discussions with the Chancellor of the University and the matter would now be discussed with the Union Cabinet. The University would be residential in nature.

Adult education to be reoriented

The Haryana Education Minister, Shri Swami Agnivesh said that the adult education scheme in the State would soon be reoriented and non-formal education given top priority in order to create an awareness among the people. He said that so far the emphasis had been on higher education to

the detriment of primary education and every effort will now be made to bring about greater emphasis on primary education in the State.

Adult literacy centres proposed

The Principals' conference on adult education held recently in Chandigarh has recommended that every college with a NSS unit should open at least one adult education centre. It also recommended that the training of teachers and supervisors should be organised by Panjab University through the Regional Resource Centre.

The conference was inaugurated by Prof. R.C. Paul, Vice-Chancellor of Panjab University and the State Education Secretary, Shri Manmohan Singh presided.

Course on study skills

The Department of Youth Welfare of Madurai Kamaraj University proposes to organise a two-day course on study skills at six different centres under its jurisdiction. During the course students will be taught the techniques of study, note making, acquiring study speed, the art of comprehension, etc. The course is designed to be conducted with the help of films and slides and will enable the students to get good marks, understand the subject of study and to retain them in memory. In each centre sixty students will be admitted and no tuition fee will be charged.

Short-term courses for rural youth

The S.V. Polytechnic, Tirupati, proposes to conduct short-term courses for rural youth with a view to making them self-employable. Under this programme, twenty rural youth will undergo a three month course on 'Agricultural Technician' in which repairs and maintenance of pump sets, oil engines and electric motors will be taught. Fifteen rural youths will do the four-month course on radio and transistor assembly and servicing.

HAU to start training course for rural youth

The Institute of Agricultural Technology, Training and Education of Haryana Agricultural University proposes to undertake an intensive programme of organising training in preservation of fruit and vegetables. Dr. B.P. Singh, Associate Dean of the university said that the university would also start a three-month training course under a national scheme for training rural youth for self-employment.

HAU decides to switch over to Hindi

The Haryana Agricultural University has decided to switch over to Hindi completely from January next year. The university authorities have initiated necessary measures to step up the use of Hindi in the administration. Arrangements were also being made for starting Hindi classes for the office personnel who did not know Hindi. In order to emphasise the use of Hindi, the Vice-Chancellor of the university, Dr. P.S. Lamba, said that as an immediate step all letters received

in Hindi would be replied in Hindi. The Department of Languages of HAU has prepared a book of Hindi terminology for the benefit of the university staff and similar glossaries would also be prepared soon for other subjects.

World Sanskrit centre at Pondy proposed

At a two-day conference held recently in Pondicherry, the Sri Aurobindo Society decided to set up an international centre of Sanskrit soon with a view to carrying out research in the subject. The delegates attending the conference appealed to all political leaders to make Sanskrit the national language of the country. They also urged the Union Government to appoint a Sanskrit scholar to find out ways and means of propagating the study of Sanskrit.

About 200 delegates from all over the world took part in the deliberations of the conference.

Osmania to start special courses in English

The Osmania University proposes to start special courses in

general English and spoken English for the benefit of research scholars, teachers, postgraduate students and the students of professional courses. The students who have studied through a medium other than English will be given preference. Application forms and further details can be obtained from the Language Cell, Department of English, University College of Arts, Osmania University, Hyderabad.

Personal

1. Dr. K. N. Prasad has taken over as Vice-Chancellor of Patna University.
2. Prof. Jaffar Nizam has taken over as Vice-Chancellor of Kakatiya University.
3. Prof. B. Sarveswara Rao has taken over as Vice-Chancellor of Nagarjuna University.
4. D.R. Borthakur, Vice-Chancellor, Assam Agricultural University, has been nominated by the Government of India as leader of the delegation to visit North Korea under the Indo-DPKR Cultural Exchange Programme.

Education through Correspondence

(Continued from page 454)

rested in becoming practising lawyers. The statutes of the universities must be suitably amended to enable other eligible candidates (on the basis of their qualifications, aptitude, experience and interest) to seek admission to correspondence and private courses. The aim in correspondence education should be to enroll as many students as possible for the simple reason that it becomes economically more viable.

Besides, more universities should try to join the existing ones in offering professional courses. The accent should be on LL.B., LL.M., B.Ed., M.Ed., M.P.A., M.B.A. etc. Higher courses of study like M.Phil. and Ph.D. should also be thrown open to private and correspondence students. They will have to compete with the regular students and pass the same examinations or produce a dissertation or thesis of the same standard. True, there would be a greater number of students going for higher studies but at the same time it is likely to encourage those well settled in various walks of life to improve their present qualifications. As such chances are that qualitatively superior results would be attained in the fields of law, education and administration. The

departments and universities concerned would see to it that standards are maintained at a fairly high level, and there need be no fear of deterioration.

The report of the Expert Committee which is likely to be gathering dust on some obscure shelf of the Ministry of Education, needs to be brought out and its recommendations studied and acted upon to provide an effective parallel system of education to decrease the load on the campuses in turmoil and enable the sincere students to carry on their studies. Implementation of a programme to introduce correspondence courses in trades will produce technicians in a large number to meet the ever increasing demand for trained personnel in the industries. A new era will dawn by revolutionary changes in the concept of traditional system of education. It is a national necessity more important than prolonged arguments over medium of instruction. It would be the right step in the right direction to introduce a decentralised and diversified system of education which can be of great benefit to the rural masses in dire need of necessary instruction and guidance to learn useful trades as well as attain higher education to wipe away social, economic and political backwardness. □

HARYANA AGRICULTURAL UNIVERSITY HISSAR

Advertisement No. 5/79

Applications invited for following posts. Higher start outstanding qualifications, experience and achievements. Benefits of Contributory Provident Fund and leave etc. according to University Rules. Applications of the candidates already in service must reach through proper channel upto the fixed date. Applications on prescribed form (obtainable free by sending self-addressed unstamped envelope size 23x10 cms. to Assistant Registrar(R), HAU, Hissar) accompanied by prescribed fee of Rs. 10/- in the form of Crossed Postal Order in the name of Assistant Registrar(R), HAU, Hissar payable at Hissar Post Office should reach Registrar by 25.9.1979 except post at Sr. No. 30 (Assistant Professor English) for which last date for receipt of application is 10.9.1979. The envelope containing application must be superscribed as "APPLICATION FORM FOR THE POST OF—".

1. Professor of Pharmacology: (One)

Essential: i) Second class B.V.Sc. degree. ii) Second class M.V.Sc. in Pharmacology. iii) Ph.D. in Vety. Pharmacology. iv) At least ten years' experience of teaching and research in Vety. Pharmacology out of which 5 years should be as Associate Professor or of equivalent rank and evidence of having conducted independent research and published its results in scientific journals of repute. v) Capacity for organization as Head of Section or Department of a Teaching or Research Institute. Desirable: Advanced training in Physiological Chemistry/Toxicology.

2. Professor of Livestock Production and Management: (One)

Essential: i) Second class B.V.Sc./B.Sc. (An.Sci.)/B.Sc. (Dairying)/B.Sc. (Agri.). ii) Second class M.Sc./M.V.Sc. in any branch of Animal Science. iii) Ph.D. in any branch of Animal Sciences. iv) Ten years' experience of research/teaching/extension in Livestock Production and Management out of which at least 5 years should be as Associate Professor or equivalent rank. Desirable: Experience in Management of large Animal Research Establishment.

3. Professor (Plant Biochemistry): (One)

Essential: i) Second class B.Sc. (Agri.) / B.Sc. ii) Second class M.Sc. in Biochemistry. iii) Ph.D. in Biochemistry with specialization in Plant Biochemistry. iv) Ten years experience of Research/Teaching in Plant Biochemistry out of which 5 years experience should be as Associate Professor or equivalent rank. Desirable: Knowledge of problems connected with bio-chemical aspects of crop production. ii) Advanced knowledge of photosynthesis and related processes.

4. Project Leader: (One)

Essential: i) Second class B.Sc. B.Sc. (Agri.) ii) Second class M.Sc./M.Sc. (Agri.) in Plant Breeding/Genetics/Pathology/Entomology/Agronomy. iii) Ph.D. in Plant Breeding/Genetics/Pathology / Entomology/Agronomy. iv) Ten years experience of teaching/ research/extension on rapeseed and mustard, out of which five years should be as Associate Professor or equivalent. Desirable: Capacity to organise and coordinate research work.

5. Associate Dean, College of Agriculture: (One)

i) Second class B.Sc. (Agri.) followed by Second class M.Sc. in any field of Agriculture. ii) Ph.D. in any field of Agriculture. iii) Ten years experience in teaching / research / extension of which atleast five years should be in class I. iv) Leadership qualities and administrative experience and capacity for organisation in a postgraduate teaching or research dept./institution.

6. Biochemist (Mycotoxins): (One)

Essential: i) Second class B.V.Sc. & A.H./B.Sc. (Ani. Sc.)/B.Sc. (Agri.) / B.Sc. ii) Second class Master's degree in Biochemistry / Organic Chemistry / Physiological Chemistry. iii) Ph.D. in Biochemistry/Organic Chemistry/Physiological chemistry. iv) Five years experience of research / teaching in the above fields. v) Experience in isolation and identification / characterization of mycotoxins. Desirable: Training / Experience in modern analytical techniques.

7. Associate Professor of Veterinary Entomology: (One)

i) Second class B.V.Sc. & A.H. ii) Second class M.V.Sc. in Parasitology with specialization in Entomology. iii) Ph.D. in Vety. Parasitology with specialization in Entomology. iv) Atleast five years experience of teaching/ research/extension in Vety. Entomology.

8. Associate Professor (Agronomy): (One)

i) Second class B.Sc. (Agri.) ii) Second class M.Sc. (Agri.) in Agronomy. iii) Ph.D. in Agronomy. iv) Five years experience of Research/Teaching/Extension in Agronomy.

9. Horticulturist: (One)

Essential: i) Second class B.Sc. or B.Sc. (Agri.) ii) Second class M.Sc. (Agri.). Hort. (Pomology). iii) Ph.D. in Hort. with specialization in Pomology. iv) Five years experience of Research/ Teaching / Extension in Horticulture (Pomology) as evidenced by publications in Scientific Journals. Desirable: i) Experience/Training in designing and statistical analysis of field experiments on Horticulture crops. ii) Experience in Management or Fruit Orchards.

10. Scientist (Epidemology & Serology): (One)

Essential: i) Second class B.V.Sc. &

A.H. ii) Second class M.V.Sc. in Vety. Medicine / Bacteriology / Pathology/ Epidemiology. iii) Ph.D. in Vety. Medicine/ Bacteriology / Pathology/ Epidemiology. iv) Five years' experience of research/ extension/teaching in the discipline(s). Desirable: Research experience of working on blood infectious diseases of animals.

11. Research Officer (Animal Production Physiology): (One)

Essential: i) Second class B.Sc. (Ag.) / B.V.Sc./B.Sc. (An.Sc.). ii) Second class M.Sc. in any branch of Animal Production with specialization in Poultry Physiology. iii) Ph.D. in any branch of Animal Production with specialization in Avian Reproduction. iv) Five years experience of Teaching/Research/Extension in Poultry Physiology/Animal Production Physiology.

12. Extension Specialist (Home Science): (One)

Essential: i) Second class B.Sc. in Home Science. ii) Second class M.Sc. in Home Sc./Extension Education. iii) Five years experience of extension / teaching/research in Home Science. Desirable: i) Ph.D. in Home Science. ii) Familiarity with experience and capacity in organising women's programmes in rural areas. iii) Persons without Ph.D. will have to obtain Ph.D. within five years of the appointment unless extended in the interest of University work, otherwise their future increments will be stopped.

13. Assistant Professor of Animal Nutrition: (One)

i) Second class B.Sc. (Animal Science)/ B.V.Sc. & A.H./B.Sc. (Dairying)/B.Sc. (Agri.) ii) Second class M.Sc. in Animal Nutrition with three years experience in teaching/research/extension in Animal Nutrition OR Ph.D. in Animal Nutrition.

14. Assistant Professor of Public Administration: (One)

i) Second class B.A. / B.Com./B.Sc./ B.S.H. ii) Second class M.A. in Public Administration with atleast three years' experience of teaching / research in Public Administration OR M.Phil with specialization in Public Administration with two years' experience of teaching/ research in Public Administration OR Ph.D. with specialization in Public Administration.

(Note: Above qualifications relaxable for exceptionally bright candidates).

15. Assistant Biochemist: (Three)

i) Second class B.Sc. or B.Sc. (Agri.). ii) Second class M.Sc. in Biochemistry or Agri. Chemistry. iii) Three years experience of research and/or teaching in Plant Biochemistry, preferably quality testing OR Ph.D. in Biochemistry or Agri. Chemistry.

16. Assistant Professor of Biochemistry: (One)

i) Second class B.Sc. or B.Sc. (Agr.) or

B.V.Sc. (ii) Ph.D. in Biochemistry, Nutrition or Agricultural Chemistry OR Second class M.Sc. in Biochemistry, Nutrition or Agricultural Chemistry with three years experience of research/teaching to under-graduate and/or post-graduate classes.

17. Assistant Research Officer (Animal Nutrition): (One)

Essential: i) Second class B.Sc. (Agr.)/B.V.Sc. & A.H./B.Sc. (Animal Science). ii) Second class M.Sc. in Animal Nutrition with three years experience of research in Animal Nutrition preferably in Cattle Nutrition OR Ph.D. in Animal Nutrition.

18. Assistant Professor Veterinary Pathology: (One)

i) Second class B.V.Sc. & A.H. ii) Second class Master's degree in Vety. Pathology with three years' experience in teaching/research/extension in Vety. Pathology OR Ph.D. in Veterinary Pathology.

19. Assistant Professors Veterinary Anatomy: (Two)

i) Second class B.V.Sc. and A.H./B.V.A.Sc. ii) Ph.D. in Veterinary Anatomy OR Second class M.V.Sc. in Vety. Anatomy with three years experience in teaching/research in Veterinary Anatomy.

20. Assistant Professor Animal Breeding: (One)

Essential: i) Second Division B.Sc. (Agr.)/B.Sc./B.V.Sc. ii) Second Division M.Sc. in Animal Breeding. iii) Ph.D. in Animal Breeding, or 3 years experience as research / extension / teaching Associate or Lecturer or equivalent in Animal Breeding. Desirable: Experience of teaching or research in Sheep & Goat production.

21. Assistant Botanist-cum-Superintendent Botanical Garden: (One)

Essential: i) Second class B.Sc./B.Sc. (Ag.). ii) Second class M.Sc. in Botany. iii) Ph.D. in Botany with specialization in Plant ecology/Taxonomy OR three years of teaching/research/extension experience in Plant ecology/taxonomy. Desirable: Experience of working in a Botanical Garden.

22. Assistant Professor Clinic for Interns: (One)

i) Second class B.V.Sc. & A.H. ii) Second class M.V.Sc. in Surgery/Medicine / Gynaecology. iii) Ph.D. in Surgery / Medicine / Gynaecology OR Three years' experience in Surgery/Medicine/Gynaecology.

23. Assistant Disease Investigation Officer: (One)

i) Second class B.V.Sc. Degree. ii) Second class M.V.Sc. in Epidemiology/Pathology/Bacteriology/Parasitology or Preventive Medicine with three years experience in Livestock/Poultry diseases OR Ph.D. in one of the above disciplines.

24. Cattle Manager: (One)

Essential: i) Second class Bachelor's degree in Agriculture / Vety. / Animal Science. ii) Second class Master's

degree in any branch of Animal Science or Animal Gynaecology. iii) Ph.D. in any branch of Vety. Medicine/Animal Science or three years experience as research/extension / teaching Associate or Lecturer or equivalent of Animal Management. Desirable: Knowledge of Modern Methods of dairy cattle herd management.

25. Assistant Professor of Statistics: (One)

i) Second class Bachelor's degree in Mathematics or Statistics or Agriculture. ii) Second class Master's degree in Statistics or Second class Master's degree in Mathematics followed by diploma in Statistics of I.A.R.S. or I.S.I. iii) Three years' experience of research/teaching to under-graduate and post-graduate classes in Statistics OR Ph.D. in Mathematics/Statistics.

26. Assistant Professor (Meat Technology): (One)

i) Second class B.V.Sc. & A.H./B.V.A.Sc./B.Sc. (Agri.)/B.Sc. (Animal Sc.). ii) Second class M.V.Sc./M.Sc. (Food Tech.)/M.Sc. (Ani. Science)/M.V.P.H. with three years experience as Teaching/Research/Extension Associate or Lecturer or equivalent in the area of Meat Technology OR Ph.D. in any branch of Animal Products Technology.

27. Assistant Professors of Surgery: (Two)

i) Second class B.V.Sc. & A.H. ii) Second class Master's degree in Surgery. iii) Three years' experience of teaching/research/extension in Surgery OR Ph.D. in Surgery.

28. Assistant Professor (Vety. Medicine): (One)

i) Second class B.V.Sc. & A.H. ii) Second class M.V.Sc. in Vety. Medicine. iii) Ph.D. in Vety. Medicine or three year experience in teaching/research/extension in Vety. Medicine.

29. Assistant Professor (Radiology): (One)

i) Second class B.V.Sc. & A.H. degree. ii) 2nd class Master's degree in Vety. Radiology. iii) Ph.D. in Surgery and Radiology or three years' experience as Teaching/Research/Extension Associate or Lecturer or equivalent.

30. Assistant Professors of English: (Two)

Essential: i) Second class B.A. with English. ii) Second class M.A. in English. iii) Ph.D. in English or three years teaching experience in an affiliated college. iv) Knowledge of Hindi to guide translation exercises. Desirable: i) Capacity for organising extra-mural activities like dramatics and debates. ii) Knowledge of Urdu or Punjabi to guide translation exercises.

Note: Preference will be given to the candidates who have also passed M.A. in Hindi or have passed B.A. with Hindi as one of the subjects.

Note

1. For posts at Sr. Nos. 1 to 30, one or more qualifications relaxable in

case of candidates found otherwise outstanding.

2. Special weightage will be given to extension experience possessed by the candidates, for posts in disciplines amenable to extension.
3. For posts at Sr. Nos. 13 to 30, the persons who do not possess Ph.D. at the time of their selection, if selected, will have to obtain Ph.D. degree within a period of five years failing which their future increments may be stopped.
4. No. of posts mentioned against each posts is likely to vary.
5. 20% and 5% vacancies of Assistant Professors and equivalent are reserved for Scheduled Castes and Backward Classes candidates respectively, if suitable candidates from these categories are available.

Pay Scales

Sr. No. 1 to 5	Rs. 1500-60-1800-100-	
	2000-125/2-2500.	Rs. 1870/-
Sr. No. 6 to 12		
	Rs. 1200-50-1300-60-1900	Rs. 1525/-
Sr. No. 13 to 30		
	Rs. 700-40-1100-50-1600	Rs. 998/-

REGISTRAR

**UTKAL UNIVERSITY
BHUBANESWAR**

Advertisement
No. Estt. II (32-A)/79
Dated 10-8-79

Applications are invited for the post of Deputy Registrar of the Utkal University. Five copies of application form will be supplied to the candidates from the office of the undersigned in person on payment of Rs. 5.35 paise or by post on receipt of a Crossed Indian Postal order worth Rs. 7.85 paise payable to the Finance Officer, Utkal University, Vani Vihar, Bhubaneswar-4. The candidates who are in service should apply through proper channel but they should submit advance copies (four) of their applications along-with attested copies of certificates and marksheets etc. so as to reach this office by the date specified. The University will pay the leave salary and pension contribution for only two years in respect of the candidates in Govt. service, if selected.

Candidates are required to submit alongwith their applications attested copies of their diplomas, certificates and mark-sheets of all examinations and testimonials.

Qualification and experience :	i. Atleast a Second Class Master's Degree.
	ii. Eight years experience in teaching in a college or in educational administration preferably University administration.

Scale of Pay : Rs. 1000-1530/-

A higher initial may be given to a candidate in case of a suitable qualified and experienced person.

The last date for receipt of application is 5-9-1979. No application will be entertained after the due date.

**S.K. Panda
REGISTRAR**

PANJAB UNIVERSITY CHANDIGARH

Advertisement No. 14/79

The Vice-Chancellor will be glad to correspond with eminent Scholars of Punjabi Language, possessing Proficiency in Hindi Language and Literature for appointment as Professor in Guru Ravi Dass Chair. This is a tenure appointment for a period of three years in the first instance. The post will be in the pay-scale of Rs. 1500-60-1800-100-2000-125/2-2500 with other ancillary benefits.

Those interested are required to write to the Vice-Chancellor along with their bio-data and a list of their publications by September 20, 1979.

OSMANIA UNIVERSITY HYDERABAD-500 007, (A.P.)

Corrigendum to the Advt. No. 13/79

The post of Professor of Geology advertised vide Advt. No. 13/79 is for P.G. Courses at District Centre, Kothagudem and not for Kothagudem School of Mines, Kothagudem.

REGISTRAR

PANJAB UNIVERSITY CHANDIGARH

Advertisement No. 16/79

Applications are invited for the following posts so as to reach the Registrar Panjab University, Chandigarh along with postal orders of Rs. 10/- by 24-9-1979. Fourteen days extra time is permissible to persons who have to submit their applications from abroad.

POSTS AND PAY-SCALES

1. Professor : Rs. 1500-60-1800-100-2000-125/2-2500
2. Reader : Rs. 1200-50-1300-60-1900
3. Lecturer : Rs. 700-40-1100-50-1600

1. PROFESSORS

* Sociology-1 (Under U.G.C. Special Assistance Programme); Function Theory, Number Theory, Modular Forms, Algebra, Geometry and Related subjects-1 (Department of Mathematics); Analysis-1 (Centre for Advanced Study in Math.)

2. PROFESSORS/READERS

**Centre for Advanced Study
in Mathematics**

Numerical Analysis-1; Function Theory, Number Theory, Modular Forms, Algebra, Geometry and Related subjects-4.

3. READERS

Law-1 (Temporary);
Applied Mathematics-1 (Deptt. of Mathematics);
Analysis-1 (Temp. but likely to be permanent) 'Centre of Advanced Study in Maths.'

4. LECTURERS

Law-1 (Taxation Law);
Applied Mathematics-1 (Deptt. of Mathematics);
Mass Communication-2 (Permanent-1, temporary-1).

QUALIFICATIONS

1. Professors Essential

- a) A first or high second class Master's degree of an Indian University or an equivalent qualification of a foreign University in the subject with bright academic record.
- b) Either a research degree of doctoral standard or published research work of high standard in journals of repute.
- c) About 10 years' experience of teaching Post-Graduate classes and/or research, and
- d) Experience of guiding research at Doctoral level.

OR

An outstanding Scholar with established reputation who has made significant contribution to knowledge in the discipline concerned.

*** Professor of Sociology**

Specialisation (s) in one or more of the following fields :

- (a) Population Studies
- (b) Urban Studies
- (c) Sociology of Development.

*NOTE :- Persons who have already applied for Professor's post in Sociology in response to Advertisement No. 11/79 need not apply again. Their earlier applications shall be considered. They are, however, required to supply on plain paper the requisite information in regard to the specialisation mentioned above.

2. Readers Essential

- a) A first or high second class Master's degree of an Indian University or an equivalent qualification of a foreign University in the relevant subject with bright academic record.
- b) Either a research degree of doctoral standard or published

research work of high standard in the subject concerned in journals of repute.

- c) About five years' experience of teaching post-graduate classes and/or research; and
- d) Competence to guide research. Evidence of being engaged in making innovation in teaching methods and production of standard teaching material, will be an additional qualification.

3. *Lecturers

(Department of Mass Communication)

QUALIFICATIONS

- i) Consistently good academic record with a first or high second class Master's degree in the subject (Communication/Mass Communication/Journalism etc.) from an Indian University or an equivalent qualification from a foreign University.

OR

- ii) A first or high second class Master's degree in Social Sciences/Sciences/Humanities with at least a second class Bachelor's degree or Diploma in Journalism from a recognised Indian University/Post-Graduate Diploma from a recognised National Institute.

Desirable

- i) Teaching experience at college or University level.
- ii) Work experience in any area of Mass Communication (Newspaper/Magazine, News Agency, Public Relations, Advertising Radio or T.V. Journalism etc.)

*** SPECIALISATION**

Research Methodology in Communication or Development/Rural Communication.

*NOTE :- Persons who have already applied for these posts in response to Advertisement No. 11/79 need not apply again. Their earlier applications shall be considered. They are, however, required to supply the requisite information on plain paper in regard to the specialisation mentioned above.

4. Lecturers Essential

- a) A Doctor's degree or research work of an equally high standard; and
- b) Consistently good academic record with 1st or high second class i.e. 55% marks or more (B in the seven point scale). Master's degree in a relevant subject or an equivalent degree of a foreign University. Having regard to the need for developing interdisciplinary programmes, the degree in (a) and (b) above may be in relevant subject. The

consistently good academic record at Pre-Master's level would be interpreted as an average of 50% or above at the two examinations prior to Master's examination.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the qualifications prescribed in (b) above. Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable a person possessing a consistently good academic record (weightage being given to M. Phil. or equivalent degree or research work of quality) may be appointed provided he has done research work for at least two years or has practical experience in a research Laboratory/Organisation on the condition that he will have to obtain Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn increments until he fulfils these requirements.

Candidates for the posts of Professors and Readers who do not possess a doctoral degree are required to submit 10 typed/cyclostyled copies of brief resume of their published work. 15% posts of Lecturers will be reserved for the members of the scheduled castes and 2% for the members of the Scheduled Tribes, but these will be filled up by others if no suitable Scheduled Castes/Scheduled Tribes applicant is available.

Persons already in service should route their applications through proper channel. Incomplete forms and those received after the due date will not be entertained. Serving employees, may however, send their applications on the prescribed proforma, direct to the University. They may route another copy through their Department. They will be allowed to present themselves for interview only on the production of 'No Objection Certificate' from their employers. Canvassing in any form will disqualify the candidate.

Application forms can be obtained from the Cashier, Panjab University, Chandigarh, personally on payment of Rs. 2/- or by making a written request to the Finance & Development Officer, Panjab University, Chandigarh, accompanied by self-addressed stamped envelope of 23x10 cms. and a postal order for Rs. 2/- drawn in favour of the Registrar, Panjab University, Chandigarh.

PUNJABI UNIVERSITY PATIALA

Advertisement No. 45/PRO/Estt/79

Wishes to appoint someone in the rank of a Professor to Jawaharlal Nehru Chair in Socialist Thought in the pay-scale of Rs. 1500-60-1800-100-2000-125/2-2500.

Qualifications

An outstanding scholar with established reputation who has made significant contribution to knowledge. Those with a background in any of the social sciences will be eligible to apply for the position.

GENERAL

Higher start within the grade admissible depending upon the ability and experience of the candidate. House Rent and Dearness Allowance, Provident Fund and Medical facilities according to the University rules.

Applications complete in all respects on the prescribed form, accompanied by a crossed postal order worth Rs. 5/- (Rs. 2/- for candidates belonging to Scheduled Castes/Tribes and Backward Classes) drawn in favour of the Registrar, Punjabi University, Patiala, should reach the University by 15-9-79. The forms can be had from the Superintendent (Establishment) by sending a self-addressed envelope of the size of 23x10 cms. stamped with 30 paise postage.

Persons already in service should apply through proper channel. Government servants who are not in a position to submit their applications through proper channel before the due date should submit an advance copy before the due date and regular applications through proper channel by 17-9-79.

REGISTRAR

UNIVERSITY OF INDORE
UNIVERSITY HOUSE,
INDORE-452 001
No. Estt./III (11)/79
Dated 24-8-1979

Advertisement

Applications on plain paper containing complete bio-data of the candidate accompanied with copies of certificates and testimonials and a crossed Indian Postal Order for Rs 5/- in favour of "Registrar, University of Indore, Indore" are invited by 15-10-1979 for the post of REGISTRAR in the scale of Rs 1100-50-1300-60-1600 (the cover containing the application should be marked "Application for the post of Registrar"). A higher starting salary may be given to an exceptionally qualified and experienced person. Benefit of other allowances and Provident Fund according to University Rules will be available.

2. A candidate should not be over 50 years on 15-10-1979 and must possess a uniformly good academic career with atleast a high second class Master's degree of an Indian University or equivalent qualification with atleast 10 years experience of teaching degree classes and/or Administrative Experience. Proficiency in HINDI—to write and to speak—is essential.

3. Other things being equal, preference will be given to Scheduled Caste/Scheduled Tribe candidates.

4. Persons already in service should apply through proper channel. They may send an advance copy of their application by the due date and should bring 'NO OBJECTION CERTIFICATE' from their employer when called for an interview. Persons desirous of serving on deputation need not apply.

6. The University reserves the right to fill-up or not to fill-up the post and/or to call only selected candidates for interview at their own cost.

M.L. Tiwari
ACTING REGISTRAR

THE UNIVERSITY OF KASHMIR, SRINAGAR

Advertisement Notice

Applications on prescribed application forms to reach the undersigned by 15th September, 1979 are invited for the following posts in the Centre of Research for Development :

S. No.	Post	Grade
1.	One post of Professor (Research Co-ordinator)	Rs. 1500-60-1800-100-2000-125/2-2500
2.	Four posts of Readers	Rs. 1200-50-1300-60-1900

The application forms can be had from the office of the University of Kashmir, Hazratbal, Srinagar-190006 on cash payment of Rs. 6/- or by sending a crossed Postal Order drawn in favour of the Registrar cashable at Srinagar Post Office.

The details in respect of special and desirable qualifications can be had from the office of the undersigned.

While making a request for the application forms the candidates are advised in their own interest to send a detailed curriculum vitae to the undersigned on plain paper.

Peerzada Gh. Hassan
DEPUTY REGISTRAR (Adm.)

A list of Doctoral Theses Accepted by Indian Universities

SOCIAL SCIENCES

Anthropology

1. Bhat, Krishna Hillemane. Ethnomedicine in a Karnataka village. Karnatak University.
2. Kar, Parimal Chandra. Socio-economic life of the Garo in transition. Gauhati University.
3. Onkar Prasad. Folk music and folk dances of Banaras. University of Calcutta.

Psychology

1. John, Chuzhukunnil John. A survey of the attitudes of university teachers and postgraduate students towards the existing teaching methods and their views on and perceptions of students unrest and student development services with special reference to Madurai University. Karnatak University.
2. Ram, Usha. Measurement of the degree of mental retardation. University of Poona.

Sociology

1. Chawngliana, Kenneth. Christianity and the Mizo society : A study of the impact of Christianity on the Mizo social structure. University of Poona.
2. Mullatti, Leela Laxman. Impact of Virasaivism on the status of woman. University of Poona.
3. Natarajan, C.N. Piramalai Kallars of Tamilnadu : A study of their marriage, kinship and clan system. Madurai Kamaraj University.
4. Tohsin, Sultana Begum Rasul. Physical, social and economic problems of the adolescent girls of secondary schools of Nowgong District. Gauhati University.

Political Science

1. Acharya, K.R. Political behaviour in Telangana : An empirical study of preferences and motivations during parliamentary elections, 1971. Jawaharlal Nehru University.
2. Gorme, Khemchand Koyalaji. Regionalism and politics with special reference to Marathwada Region. Marathwada University.
3. Kulkarni, Ratnakar Raghawendra : Administrative problems of reorganised Karnatak State. Karnatak University.
4. Mishra, Ramashraya. Bharat-Afghan sambandh, 1947-74 (Hindi). University of Jabalpur.
5. Solomon, Elizabeth Gershon. Arab Israel conflict in context of the big power politics, 1956-57. University of Poona.
6. Thomas, Cyriac. The Church and politics in Kerala. University of Kerala.

Economics

1. Dhongade, Manik Pandharinath. A study into the relationship between size of holding and productivity in Indian agriculture. University of Poona.
2. Hiremath, Ningabasayya Sanganabasayya. Economic planning and development in Karnataka State : A case in regional planning and development. Karnatak University.
3. Pandey, Om Prakash. Manaviya sansadhanon ka upyojan aur Bghelkhand ka arthik vikas. Awadhesh Pratap Singh University.

4. Raipuria, K.M. Comparative cost and social prices in export planning in India : A case study of cotton textiles. Jawaharlal Nehru University.

5. Tripathi, Indramani Prasad. Vindhya kshetra ke koyla khadan udyog mein shrmikon ke dshayen : Ek adhyayan. Awadhesh Pratap Singh University.

6. Venkata Reddy, C. Commercial banks and agricultural finance in Anantapur District : An empirical study. Sri Venkateswara University.

Education

1. Balasubramanian, P.S. A critical study of the strategies adopted for the installation of innovations in high schools in Vellore, Tamil Nadu. M.S. University of Baroda.
2. Bhattacharya, Purnendu. A critical study of the science education in Assam and Meghalaya schools. Gauhati University.
3. Koppar, Bina Dharendra. An inquiry into factors affecting reading comprehension in English. M.S. University of Baroda.

HUMANITIES

Philosophy

1. Godse, Vidya Sadanand. A critical study of the system of main philosophical concepts in the Yoga Sutras of Patanjali with special reference to its dualistic/nondualistic character. University of Poona.
2. Gopalakrishnaiah, Vellanki. Philosophy of Jose Ortega Y. Gasset. Andhra University.
3. Hajra, Madhumati. Bertrand Russell's theory a knowledge. University of Calcutta.
4. Same Be. Impact of Buddhism on Cambodian social life. University of Poona.
5. Vyas, Nitinkumar Jayantilal. Problem of evil : A study in comparative religion. M.S. University of Baroda.

LANGUAGE & LITERATURE

English

1. Chakravarty, Tapas Kumar. Growth of O'Neill's vision : A study through his major plays. Berhampur University.
2. Chaporkar, Gajanand Dattatrey. {Joseph Addison (1672-1719) as critic. Vikram University.
3. Vijayalakshmi, P. Frontier theme in Cather's novels. Andhra University.

Sanskrit

1. Dadhich, Purushottam. Sanskrit pryog-vaigyan tatha Kalidasiya rupak. Vikram University.
2. Rajimwale, Shreekanth Gajananmaharaja. A study of the Srouta-ritual of the Kanvas with reference to the Padarthadipika of Samarajabhatta. University of Poona.
3. Saraf, Ram Krishna. Kalidas ke rupakon ka shastriya adhyayan. University of Jabalpur.

4. Tripathi, Suryamani. *Gruh Puran : Ek samajik adhyayan.* Awadhesh Pratap Singh University.

5. Venkatesara Rao, Kesiraju Veera. *Social conditions as revealed in the Bhanas and Prahansas of Andhradesa.* Andhra University.

Hindi

1. Chandra, Vijay Banadeo. *Ahirani boli aur uske lok sahitya ka adhyayan.* University of Poona.

2. Desai, Parukant Devasibhai. *Hindi upanyas sahitya Kee vikas parampara mein sathottari upanyas.* M.S. University of Baroda.

3. Gangawane, Kamalakar Haribhau. *Kathakar Rangeya Raghav.* Marathwada University.

4. Hoonka, Krishna Kumar. *Bundeli paheliyon ka sanskritik evam sahityik adhyayan.* University of Jabalpur.

5. Jain, Pukhraj. *Ritibudh kavyadhara ke sandarbh mein Rasleen ka anusheelan.* Vikram University.

6. Jain, Pushpalata. *Balaghat jile kee Marari Boli ka bhashavaigyanik adhyayan.* Nagpur University.

7. Jayaswal, Hiralal Mohanlal. *Premchandottar Hindi kahaniyon mein madhyavargiya jivan.* Nagpur University.

8. Mishra, Kaushal Prasad. *Baghali aur Awadhi ka tulnatmak adhyayan.* Awadhesh Pratap Singh University.

9. Salvekar, Vasanti Madhukar. *Nathuram Sharma Shankar ka Hindi kavya : Aryasamaj ke sandarbh mein.* University of Poona.

10. Sharma, Hariprakash. *Nirala ke sahitya mein samajik chetana.* Awadhesh Pratap Singh University.

11. Sharma, Krishna Dayanand. *Chatushtaya ke atirikt Chhayavadi kavi aur unka kavya.* University of Poona.

12. Veerappa, Hebballi Veerasangappa. *A comparative study of Hindi and Kannada dramas, 1900-1950.* Karnatak University.

13. Venkatakrishnan, R. *Hindi-Tamil bhakti kavya mein vatsalya ras : Ek tulnatmak adhyayan.* Sardar Patel University.

14. Vyas, Sanatkumar Ramcharan. *Gajanan Madhav Muktibodh ke kavya tatha katha sahitya ka shaileevyagyanik adhyayan.* University of Poona.

Urdu

1. Mohammad Sadullah, Mohammad Samullah. *Mir Jafar Zatali : Life and works.* Nagpur University.

2. Nasima Begum, M. *Progressive literary movement and Urdu short stories.* Utkal University.

Persian

1. Rab, Abdul. *Niamat Khal Ali : Shakhsyat, fan aur karname.* Nagpur University.

Assamese

1. Sreenivasajah, Nagaraja Keralapur. *A descriptive analysis of Khasi.* University of Poona.

Marathi

1. Jadhav, Prafulla Lata Sharadchandra. *Sant Ek-nathandya ekandar vangmayat va visheshta tyanchya abhang gavani bharund rupkanya sarakya sfut rachhat vyakt hona ya bhaktibhavach swarup.* Vikram University.

2. Joshi, Keshav Ramchandra. *Gyaneshwari : Sidhyog-darshan.* University of Poona.

3. Kulkarni, Madan Pandurang. *Marathi pradeshik kadambari : Tantra aani swarup.* Nagpur University.

Bengali

1. Bhattacharyya, Ratneswar. *Kabya-o-Sangiter aloke Rabindranathergan.* University of Calcutta.

2. Ghosh, Bratischandra. *Prag adhunik Bangla kabye rupak-o-pratik.* University of Calcutta.

3. Ghosh, Debadas : *Bangla natake apradhan charitra.* University of Calcutta.

4. Ghosh, Jayasri. *Bangla sahitye stri charitrar bibartan: Adi yug haite unabinsa satabdi.* University of Calcutta.

Oriya

1. Acharya, Satyanarayana. *Bhanja sabityare bisaya-binyasa.* Berhampur University.

2. Acharya, Sudarsana. *Technics of Oriya kavya.* Berhampur University.

Tamil

1. Manivel, M. *Kaikalai in Tamil literature.* Madurai Kamaraj University.

Telugu

1. Motadoo, Gopal Shankar. *Studies in Telugu syntax.* University of Poona.

2. Narasimha Rao, Attaluri. *Tilak kavita tatvam.* Andhra University.

3. Narasimha Reddy, P. *A linguistic study of Amuktamalyada.* Sri Venkateswara University.

4. Sirisha, M. Chandra. *Social novels in Telugu by women novelists.* Sri Venkateswara University.

5. Veeraprasada Rao, A. *A critical study of the works of Raghunatha Nayaka.* Sri Venkateswara University.

6. Venkatasubbaiah, R. *Linguistics peculiarities in the works of Palakurki Somana.* Sri Venkateswara University.

Kannada

1. Krishnarao, Parvati Raukmini. *Ambika tanayadattara bhava geetengalu.* Karnatak University.

Geography

1. Wadwankar, Shaila Vishwanath. *A geographical study of linguistic minorities in India.* University of Poona.

History

1. Desai, Gunvantrai Jagdishbhai. *Critical and cultural study of Kaumarika Khand.* M.S. University of Baroda.

2. Ghanta, Jawaharlal. *Jainism in Andhra as depicted in inscriptions.* Nagpur University.

3. Khulbe, Maya. *Prachin Jain evam boddh dharmon mein istriyon ka yogdan.* University of Poona.

4. Lad, Gouri Purushottam. *Archaeology and Mahabharata.* University of Poona.

5. Tulavardhana, Phasook. *Impact of Hindu and Buddhist philosophy on arts in India and Thailand.* M. S. University of Baroda.

6. Vohra, Dewan Chand. *India's aid diplomacy in the Third World, 1947-75.* Jawaharlal Nehru University.

A list of select articles culled from Periodicals received in AIU library during August, 1979

EDUCATIONAL PHILOSOPHY

- Hart, W.A. "Against skills". *Oxford Review of Education* 4(2); 1978 : 205-16.
- Phillips, D. Z. "Is moral education really necessary"? *British Journal of Educational Studies* 27(1); Feb 79 : 42-56.
- Steinberg, I.S. "Abuse of education". *Oxford Review of Education* 4(2); 1978 : 185-96.

EDUCATIONAL PSYCHOLOGY

- Driver, Rosalind. "When is a stage not a stage? A critique of Piaget's theory of cognitive development and its application to science education". *Educational Research* 21(1); Nov. 78 : 54-61.
- Mishler, Mary Macdonald. "Education and identity". *Oxford Review of Education* 4(2); 1978 : 197-203.

EDUCATIONAL SOCIOLOGY

- Bereday, George Z.F. "Social stratification and education in industrial countries". *Comparative Education Review* 21 (2-3); June-Oct. 77 : 195-210.
- Foster, Philip. "Education and social differentiation in less developed countries". *Comparative Education Review* 21(2-3); June-Oct. 77 : 211-29.
- Luithui, [Ela Dutt. "Education, unemployment and youth unrest : The South Asian Syndrome". *Prospects* 9(1); 1979 : 85-90.

EDUCATIONAL PLANNING

- Hodgkinson Harold L. "Education in 1985 : A future history". *Educational Record* 63(2); Spring 79 : 129-36.

EDUCATIONAL ADMINISTRATION

- Brown, Elizabeth, A.R. "Faculty evaluation of administrators: The experience of Brooklyn College". *A.A.U.P. Bulletin* 64(4); Dec. 78 : 298-304.
- Fessas-Emmanouil Helen D. "Why integrate educational and community facilities". *Prospects* 8(4); 1978 : 406-20.
- Gaff, Jerry G. "Involving students in faculty development". *New Directions for Higher Education* (24); 1978 : 59-71.
- Goel, Suresh C. "Selection procedures for faculty positions in universities". *University News* 17(15); 1 Aug. 79 : 403, 406, 415.
- Johnson, Victor O, Ibikunle. "International co-operation for environmental education". *Prospects* 8(4); 1978 : 515-22.
- Nivean, Maurice. "The school and contestation". *Oxford Review of Education* 4(2); 1978 : 131-47.
- Tuckman, Howard P. "Who is part-time in academe?" *A.A.U.P. Bulletin* 64(4); Dec. 78 : 305-15.

CURRICULUM

- Adams, Don. "Development education". *Comparative Education Review* 21(2-3); June-Oct. 77 : 296-310.
- Chiappo, Leopoldo. "Environmental education and the third world". *Prospects* 8(4); 1978 : 456-65.
- Fensham, Peter J. "Stockholm to Tbilisi : The evolution of environmental education". *Prospect* 8(4); 1978 : 446-55.
- "UNIVERSITY—ENVIRONMENT—Society : A Seminar of European Universities". *Higher Education in Europe* 4(1); Jan.-Mar. 79 : 18-19.
- Vidart, Daniel. "Environmental education : Theory and practice." *Prospects* 8(4); 1978 : 456-79.

TEACHING

- Redditt, Paul I and Hamilton, William T. "Teaching imp-

rovement in a small college". *New Directions for Higher Education* (24); 1978 : 27-41.

- Romanov, Vladimir Sergeevitch. "Environmental education and professional training" *Prospects* 8(4); 1978 : 508-14.
- Springer, Ursula. "Education, curriculum and pedagogy". *Comparative Education Review* 21(2-3), June-Oct. 77 : 358-69.
- Stapp, William B. "Instructional model for environmental education". *Prospects* 8(4); 1978 : 495-507.

EVALUATION

- Cornelius, M. L. and Cockburn, D. "Influences on pupil performance". *Educational Research* 21(1); Nov. 78 : 48-53.
- Eckstein, Max A. "Comparative study of educational achievement". *Comparative Education Review* 21(2-3); June-Oct. 77 : 345-57.
- Gaff, Jerry G. and Morstain, Barry R. "Evaluating the outcomes". *New Directions for Higher Education* (24); 1978 : 73-87.
- Hambleton, Ronald K. and others. "Developments in latent trait theory : Models, technical issues and applications". *Review of Educational Research* 48(4); Fall 78 : 467-510.
- Natarajan, V. "Scientific 'grace' in university examination". *New Frontiers in Education* 9(2); Apr.-June 79 : 79-82.

ECONOMICS OF EDUCATION

- Hansen, W. Lee. "Economics and comparative education : Will they ever meet ?" and if so, when ?". *Comparative Education Review* 21(2-3); June-Oct. 77 : 230-46.

PROFESSIONAL EDUCATION

- Sasson, Albert. "Environmental education and training of engineers : Unesco activities in the field of environmental education for engineers". *Higher Education in Europe* 4(1); Jan.—Mar. 79 : 14-17.

ADULT EDUCATION

- Carrier, Herv'e. "Will lifelong education democratise universities ?" *Prospects* 9(1); 1979 : 91-104.
- Daniel, John S. and Marquis, Clement. "Interaction and independence : Getting the mixture right". *Teaching at a Distance* (14); Spring 79 : 29-44.
- Mazza, Gabriele. "Tailor-made education". *Forum (Council of Europe)* (1); 1979 : xxiii.
- Moss, G.D. "Influence of Open University distance teaching in higher education". *Teaching at a Distance* (14); Spring 79 : 14-18.

COMPARATIVE EDUCATION AND COUNTRY STUDIES

- Anderson, C. Arnold. "Comparative education over a quarter century : Maturity and challenges". *Comparative Education Review* 21(2-3); June-Oct. 77 : 405-16.
- Kazamias, Andreas M. and Schwartz, Karl. "Intellectual and ideological perspectives in comparative education : An interpretation" *Comparative Education Review* 21(2-3); June-Oct. 77 : 153-76.
- Koehl, Robert. "Comparative study of education : Prescription and practice". *Comparative Education Review* 21(2-3); June-Oct. 77 : 177-94.
- Nicholls, A.J. "British impact on German education : A triumph for commonsense or missed opportunity ?" *Oxford Review of Education* 4(2); 1978 : 125-9.

A.I.U. PUBLICATIONS

	(Rs.)
1. Universities Handbook—1979	150.00
2. Association of Indian Universities—History	50.00
3. Higher Education and Development	30.00
4. University Finance—A Statistical Profile	50.00
5. Enrolment in Higher Education—A trend analysis	20.00
6. Resource Allocation on Education—Research Studies	20.00
7. Researches in Economics of Education—India	10.00

Bibliography of Doctoral Dissertations

8. Social Sciences	50.00
9. Humanities	100.00
10. Physical Sciences	125.00
11. Biological Sciences	100.00

1857-1970

Note : Also available in paperbacks in individual discipline

12. Social Sciences & Humanities—1970-75	150.00
13. Physical Sciences—1970-75	120.00
14. Biological Sciences—1970-75	In Press
15. Social Sciences & Humanities—1975-76	50.00
16. Natural & Applied Sciences—1975-76	90.00
17. Social Sciences & Humanities—1976-77	70.00
18. Natural & Applied Sciences—1976-77	120.00

On Examinations

19. Management of Examinations	35.00
20. Towards Better Questions	5.00
21. Monograph on Grading	5.00
22. Monograph on Question Banking	5.00
23. Monograph on Internal Assessment	6.00
24. Monograph on Test & Item Analysis	10.00
25. Monograph on Question Banking in English Language & Literature	6.00
26. Monograph on Practical Examinations	9.00
27. Monograph on Semester System	14.00
28. Research Abstracts—Parts I, II & III	each 6.00

Question Bank Book Series

29. Mathematics	35.00	36. Psychology	25.00
30. Physics	20.00	37. Economics	25.00
31. Chemistry	30.00	38. Commerce	25.00
32. Zoology	25.00	39. Political Science	22.00
33. Botany	20.00	40. Foods & Nutrition	25.00
34. History	15.00	41. Sociology	30.00
35. Geography	15.00		

Sports & Physical Education

42. Handbook of Rules & Regulations for Inter-University Tournaments	7.50
43. Gymnastic Exercises for Men	5.00
44. Gymnastic Exercises for Women	5.00

Address enquiries to

Association of Indian Universities

Rouse Avenue, New Delhi-110002